EXECUTIVE SUMMARY – BOYNE ISLAND SS
DATE OF AUDIT: 12-13 AUGUST 2013

Background:
Boyne Island SS is located 23 kilometres south of Gladstone. The school caters for approximately 350 students from Prep - Year 7. The school encourages strong participation in district sports and a range of community events.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Analysis and Discussion of Data, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- The explicit improvement agenda with a focus on reading has been developed, refined and supported by explicit teaching strategies. Data analysis across the school is showing that students are making good progress towards school reading targets and overall reading performance has improved over a number of years.
- A strong collegial culture has been established through the opportunities provided for teachers to visit and observe the teaching of their colleagues both inside and outside the school.
- Parents, school leaders and teachers are working together in mutually supportive ways and all reported a strong sense of pride within the school community.
- A link between the schools learning plan and explicit improvement agenda is enabling teaching staff to access targeted professional development that is developing a range of expert teaching knowledge within the school.
- The work of sector teams is assisting the school to develop and implement a range of teaching frameworks that are ensuring a consistent approach to the teaching of literacy and numeracy.

Affirmations:
- CAFÉ (Comprehension, Accuracy, Fluency, Expanded Vocabulary) and Daily 5 strategies are being used effectively across the school to teach reading. Similar strategies are now being applied to the improvement of writing and numeracy across the school.
- Effective timetabling of support staff is enabling teachers to access timely assistance in their classrooms.
- A range of communication mediums is now being used by the school to keep parents informed and assist them to gain updates regarding the schools improvement agenda.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, history and science. Teachers have participated in the external/internal moderation of common assessment tasks.

Recommendations:
- Continue to develop a range of strategies for keeping parents informed about how they can best support their children’s learning.
- Continue to develop a feedback framework for all key learning areas (KLAs), with clear expectations for how timely and targeted advice can be provided to the learner regarding progress towards clearly defined learning goals.
- Develop data sets that are more closely aligned to the improvement strategies for writing and numeracy. Use this data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of schooling.
- Continue to develop reflective teaching frameworks that use regular classroom assessments and feedback from students to inform the teacher about the effectiveness of preferred teaching strategies.
- Ensure that higher order thinking is embedded in the planning of all KLAs.
- Continue to provide professional development aimed at building staff members’ data literacy skills.